

Superpowering Your Lecture: Activities to Engage Learners and Gather Feedback

This webinar is designed for teachers of all levels who want to incorporate active learning approaches and techniques in their classes.

In this webinar, we will:

- explore several interactive, ready-to-use activities designed to motivate learners enrolled in lecture-style classes
- discuss how these approaches can enable instructors to gather crucial information about their students' progress and understanding of the material



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Superpowering Your Lecture: Activity Ideas to Engage Learners and Gather Feedback



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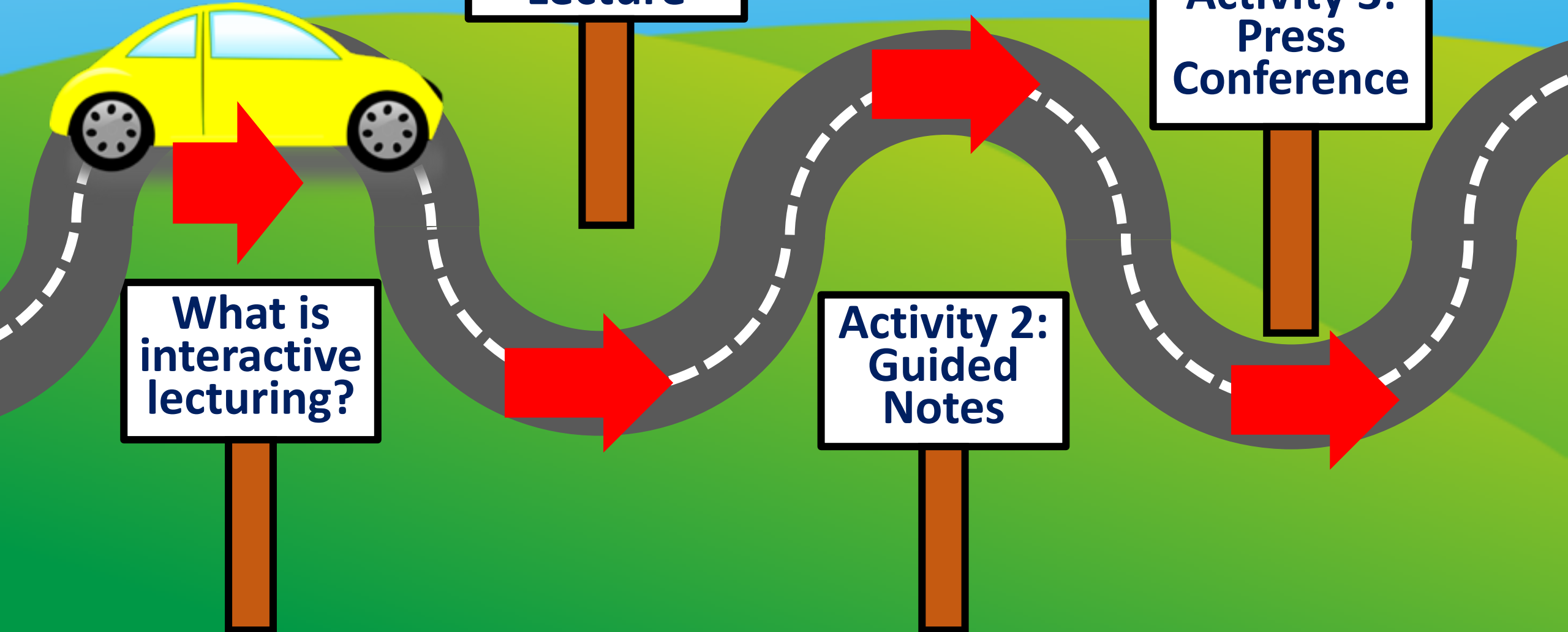
Session Map

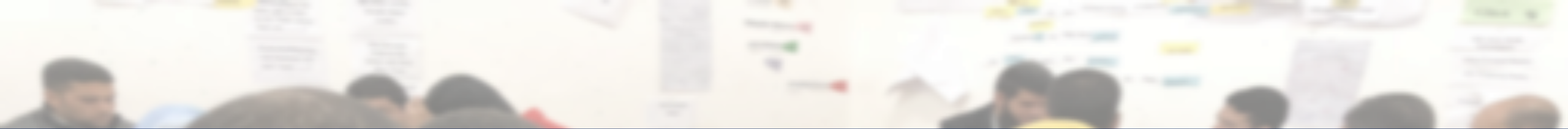
**Activity 1:
Punctuated
Lecture**

**Activity 3:
Press
Conference**

**What is
interactive
lecturing?**

**Activity 2:
Guided
Notes**





What are some adjectives that describe a communicative ELT class?



Post your adjectives in the chat!



What are some adjectives that describe a lecture-based class?




Post your adjectives in the chat!

We are going to learn
how to **bridge the gap**
between active
learning and lecturing.

We will develop our
teaching superpowers
today by exploring
interactive lecturing.

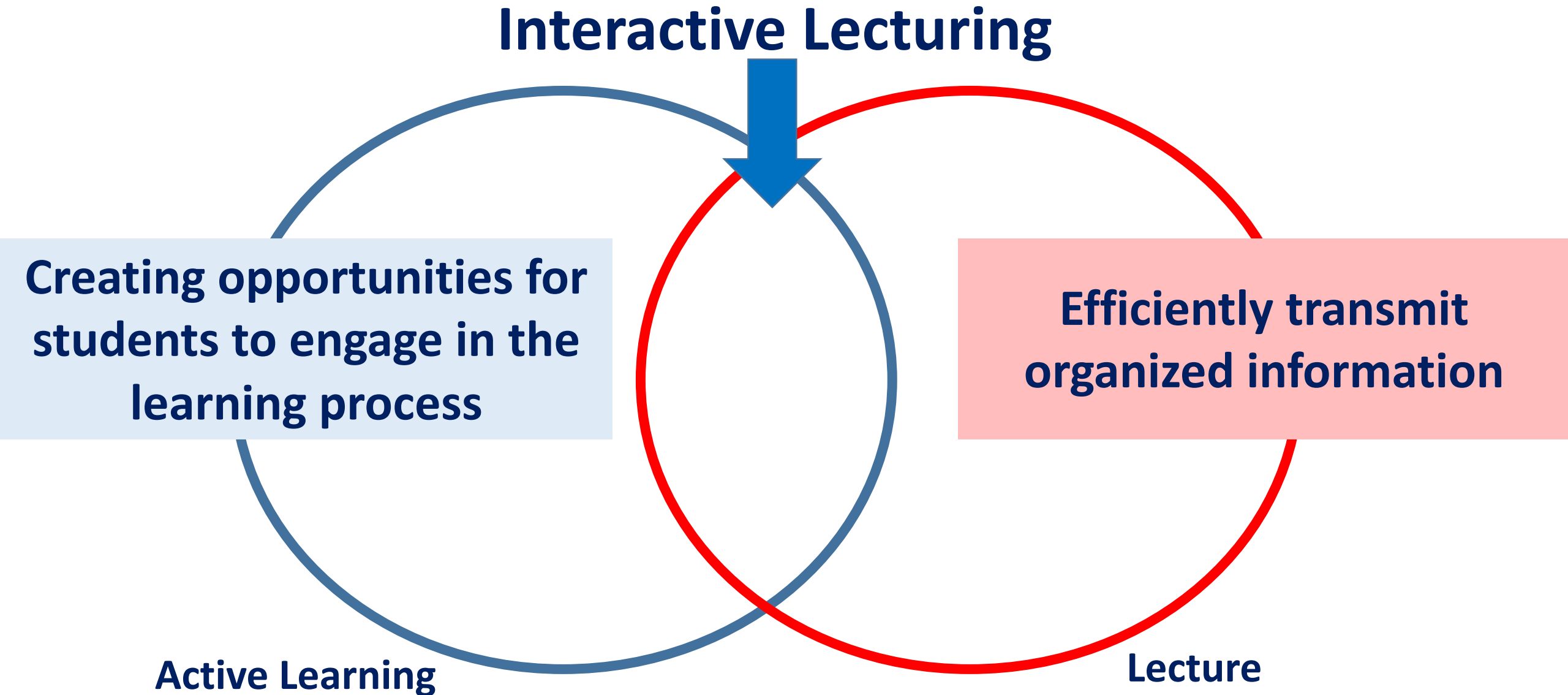


What is interactive lecturing?



Interactive Lecturing is an approach that combines the benefits from both **active learning principles** and **lecturing** to achieve your teaching goals.

What is Interactive Lecturing?



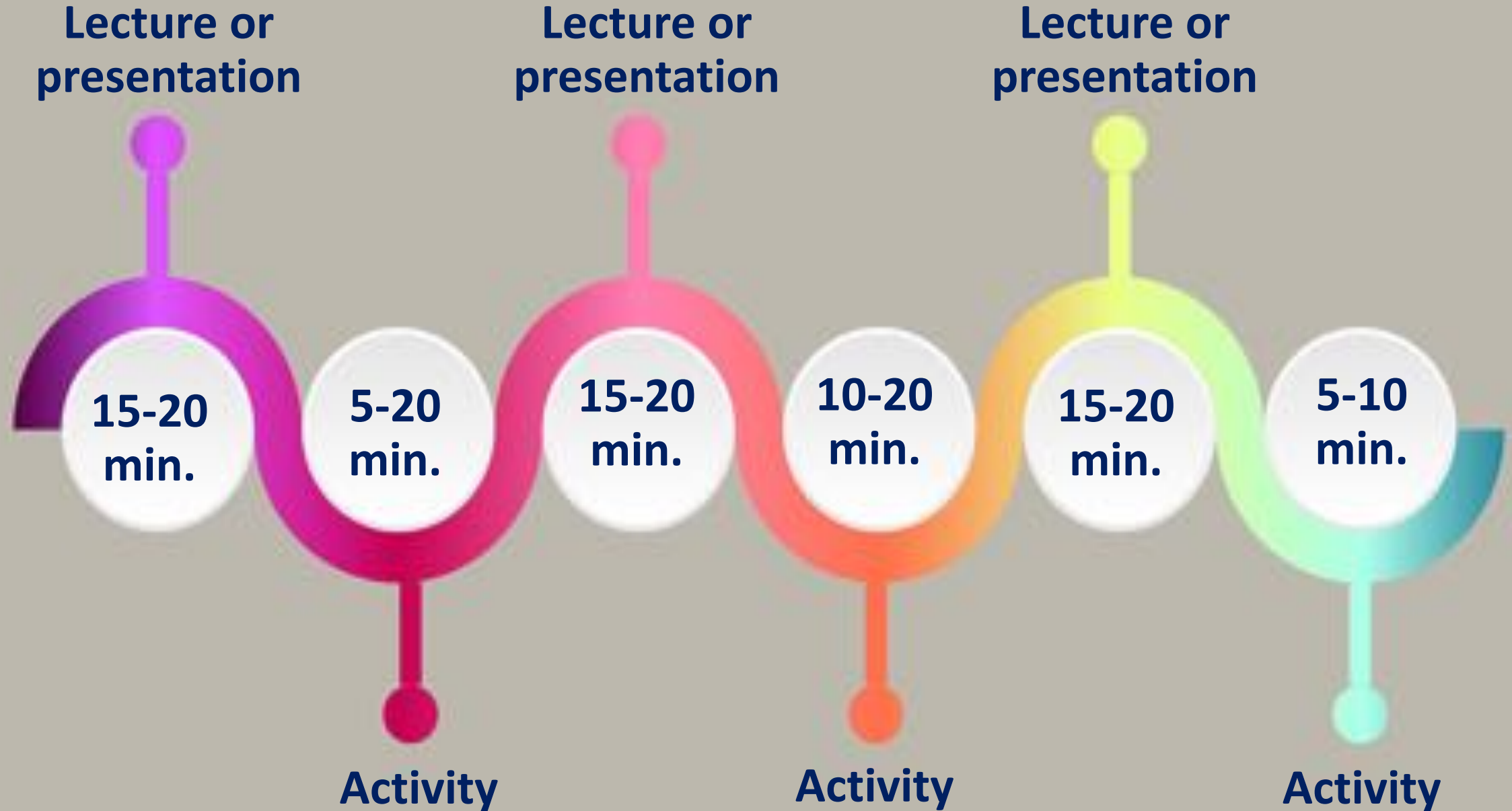
What is Interactive Lecturing?



“During an interactive lecture, the class session is structured into **segments of presentation** combined with and punctuated by **segments of student activity.**”

Interactive Lecturing: A Handbook for College Faculty

Example Session Plan



Session Map

**Activity 1:
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Activity Idea 1: Punctuated Lecture

A **Punctuated Lecture** is a short (15-20 minutes) lecture segment that is followed by a reflective prompt.

The prompt has students reflect on their level of engagement or what they are doing at the moment the lecture paused.



Pause and reflect.





What were you doing before the webinar paused?

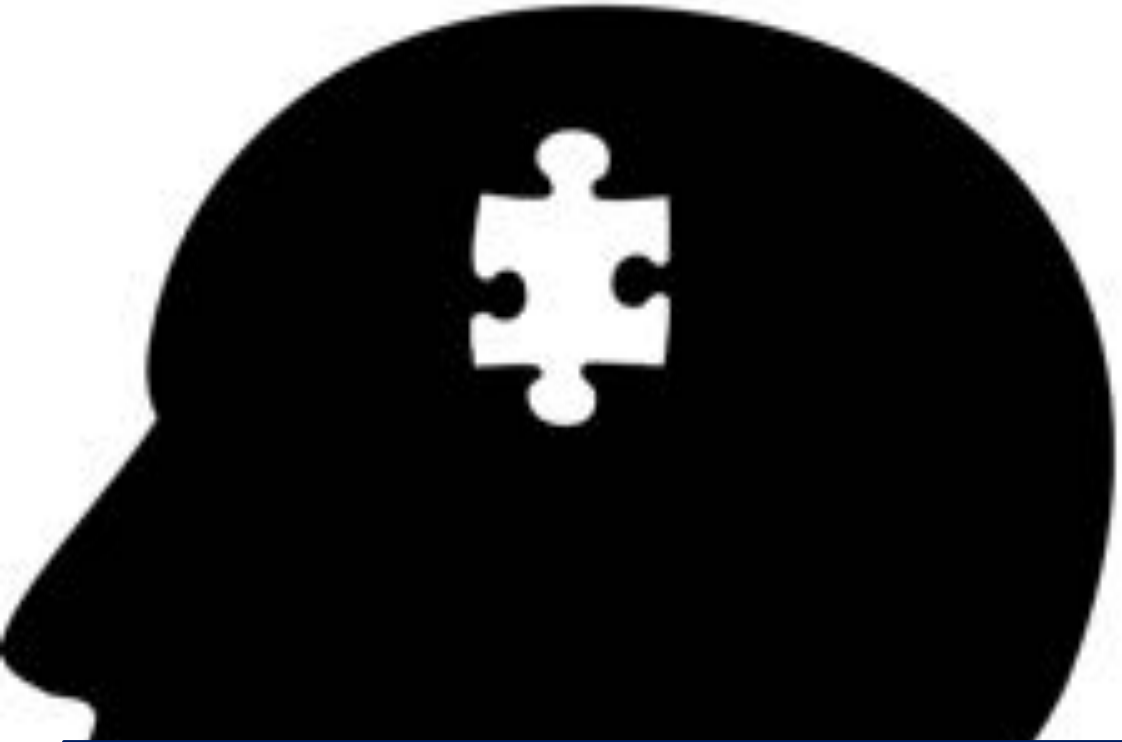
- A. listening to the speaker
- B. taking notes
- C. looking at social media or another website
- D. other off task activity

Let's hear from you!

**What did you feel or think
when taking this quiz?**



Why Use a Punctuated Lecture?



Students begin thinking about their own thinking and learning.

This technique can improve students' **metacognitive** skills.



(Flavell, 1981)

Why Use a Punctuated Lecture?

Receive crucial feedback on students' engagement with the material.

Re-engage students that have gone off task.

Strengthen students' active listening skills.

Challenge students to be self-aware of their engagement and involvement in their learning.



(Barkley & Major, 2018 & Angelo & Cross, 1993)

Step 1: Identify Challenge

When planning a punctuated lecture prompt or question, first identify a **challenge or concern** you want to address.

For example:

Do your students seem distracted by social media during class?



What are some challenges or concerns in your context you want to address?



Step 2: Identify Challenge

Remember, the prompt you are designing can help **draw students' attention** to the issue you want to solve.

What do you want to bring to your students' attention?



Example Challenge

You have observed that your students often **do not take notes** during the session.

You believe your students are not taking adequate or organized notes and this is preventing them from deeply learning the material.



Step 3: Clarify Teaching Goal



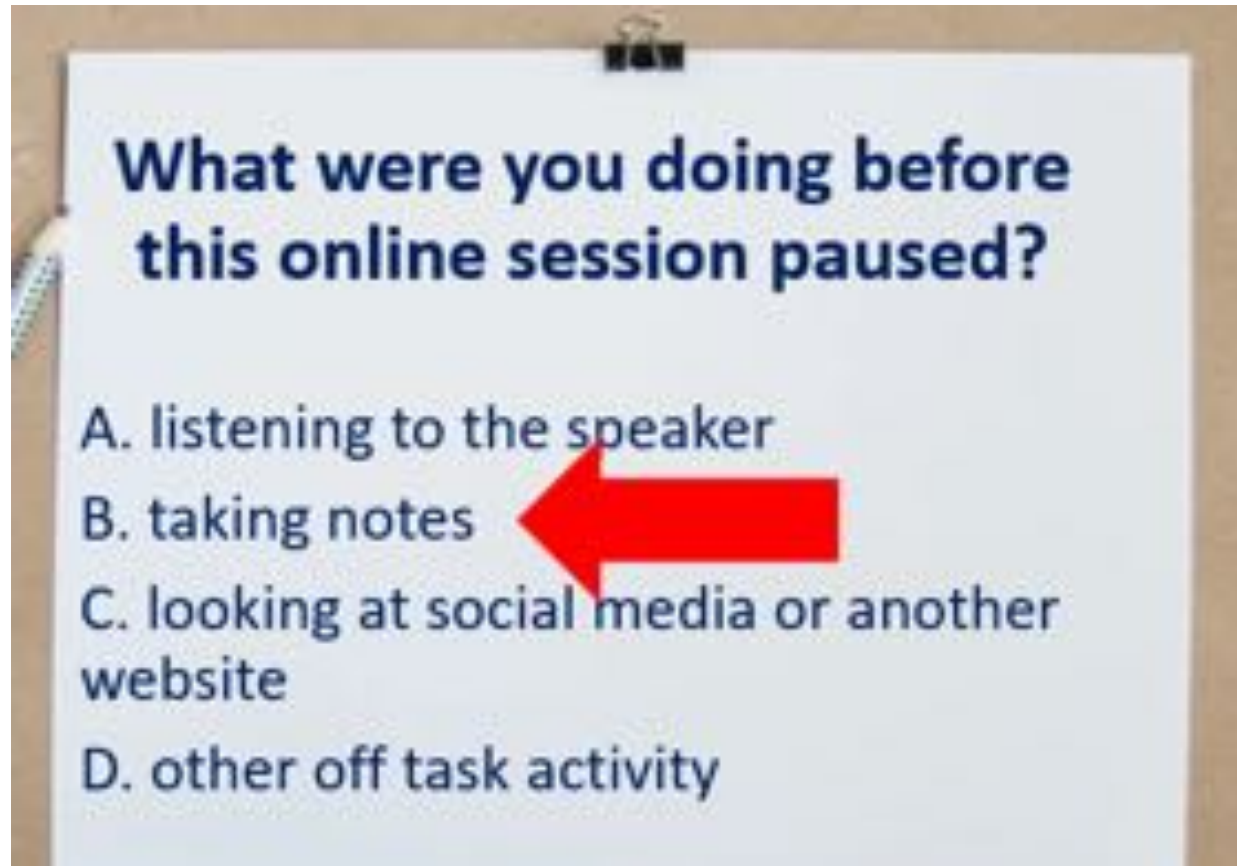
What feedback do I want to receive?

What do I want to accomplish with the prompt?

I want to **understand more** about my students' note-taking habits.

I want to **draw my students' attention** to their **note-taking habits**.

Step 4: Design Your Prompt



Because you want to draw students' attention to their **note-taking habits**, you will want to include a response related to their engagement in note-taking.

Step 4b: Design Ideas

You can ask more than one question!

You can use different question or prompt formats.

Scale: On a scale of 1 (very low) to 5 (very high), how would you describe your level of attention on the lecture?



Open-ended Questions:

Describe what you were doing when the lecture paused.

What is your level of focus on the webinar
right now?

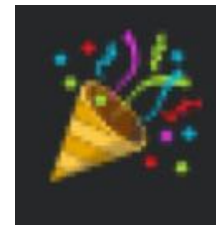
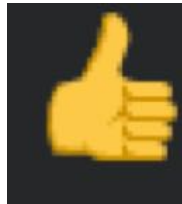
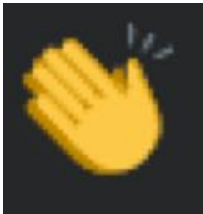
1 ----- 2 ----- 3

Low

Medium

High

How confident are you in the notes you have
been taking during the webinar?



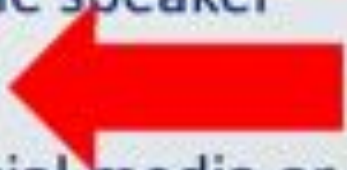
Which adaptation would work best in
your context?



Step 5: Implementation

What were you doing before this online session paused?

- A. listening to the speaker
- B. taking notes
- C. looking at social media or another website
- D. other off task activity

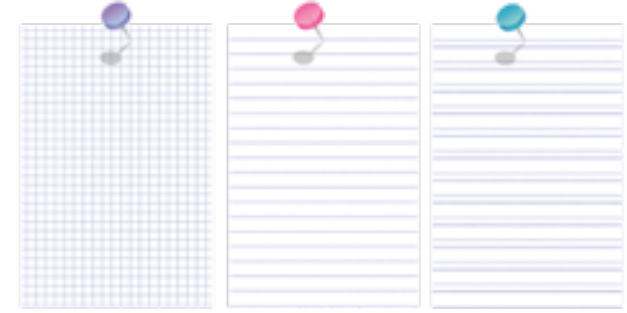


How will your students respond to the prompt?
Publicly? Privately?



Step 5: Implementation (F2F)

Write on a scrap piece of paper and turn in.



Hold up hand, paper, and/or cards.



Students keep a journal that you collect and check periodically.



Step 5: Implementation (Virtual)

If you are teaching online.....

Students can send you private messages in Zoom

Students can email you their responses

You can use a free survey form to collect responses



What other options can you think of?



Step 6: Reflection

After the activity, ask yourself...

Did it provide me with information about student behaviors and/or understanding?

Did the technique keep the students engaged?

Did it promote student learning?

What will you do differently next time?



Session Map

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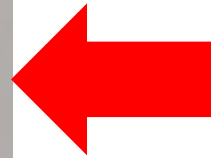
Activity Idea 2: Guided Notes

Guided Notes are handouts that outline the main points of the lecture; they have blank spaces for students to fill in while listening to the lecture.



Why Use Guided Notes?

1. Receive crucial _____
about _____
2. Engage _____
3. _____ learning styles
4. Becomes a _____
5. Scaffolds
students' _____
6. Help _____



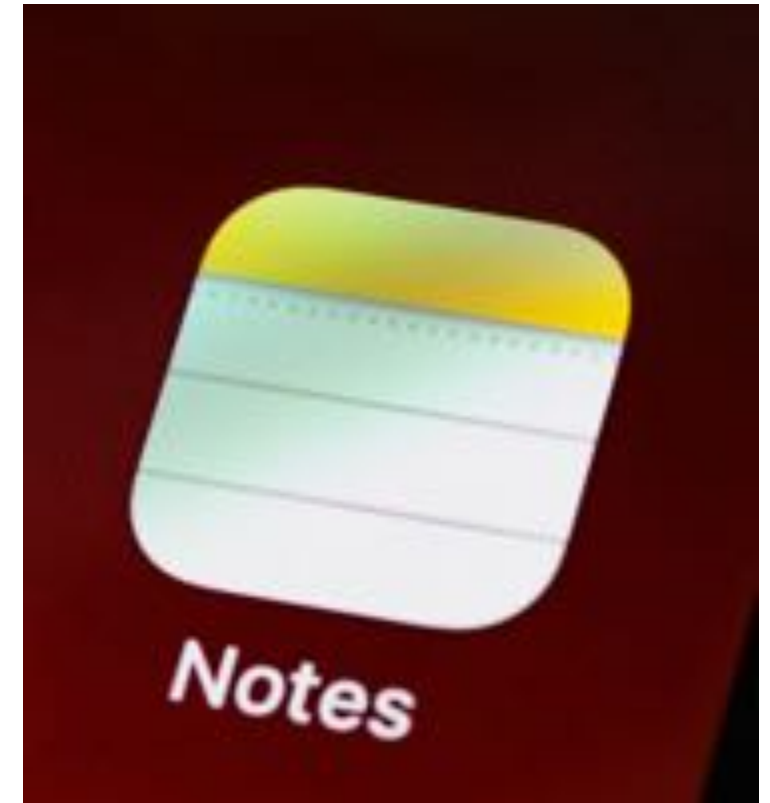
Take one minute to write this outline on a piece of paper or in your notebook.

Make sure you leave plenty of space to fill in the blank.

Listen to the mini-lecture and fill in the outline.

Why Use Guided Notes?

- Receive crucial feedback about students' comprehension of key concepts
- Engage students throughout the lecture
- Support various learning styles
- Provide a study guide for students
- Scaffold students' note-taking and language skills
- Help increase attendance



(Barkley & Major, 2018)

Why Use Guided Notes?

Why Use Guided Notes?

1. Receive crucial _____ about _____
2. Engage _____
3. _____ learning styles
4. Becomes a _____
5. Scaffolds students' _____
6. Help _____

Write in the chat
your answer for
number 1.

Receive crucial feedback about students'
comprehension of key concepts

What skills were you practicing during the guided notes activity?



Step 1: Identify Content for Notes

Do you want to use this technique for a lecture, presentation, and/or reading?

What content have your previous students struggled with?



Step 2: Identify Teaching Goal

What do you want to accomplish or target with this activity?



Develop students' note-taking skills?

Help students find and retain the key points of the lecture?

Keep students on task during the lecture?

Example Teaching Goal



I will use the guided notes activity to help students **find** and **retain** the key points of the lecture.

Step 3: Design Your Guided Notes

Why Use Guided Notes?

1. Receive crucial _____ about _____
2. Engage _____
3. _____ learning styles
4. Becomes a _____
5. Scaffolds students' _____
6. Help _____

Because my teaching goal is to help students find and retain the key points of my lecture, I will **highlight important points** in the guided notes.

I will also include **blank spaces** so students actively listen and **fill in** the missing information.

Step 3b: Design Ideas (F2F and Virtual)

You can use this activity more than once during the semester

Experiment with different formats

Questions: Instead of an outline, you can provide guiding questions

Add a graphic organizer or visuals

Have students create a visual to reinforce their learning



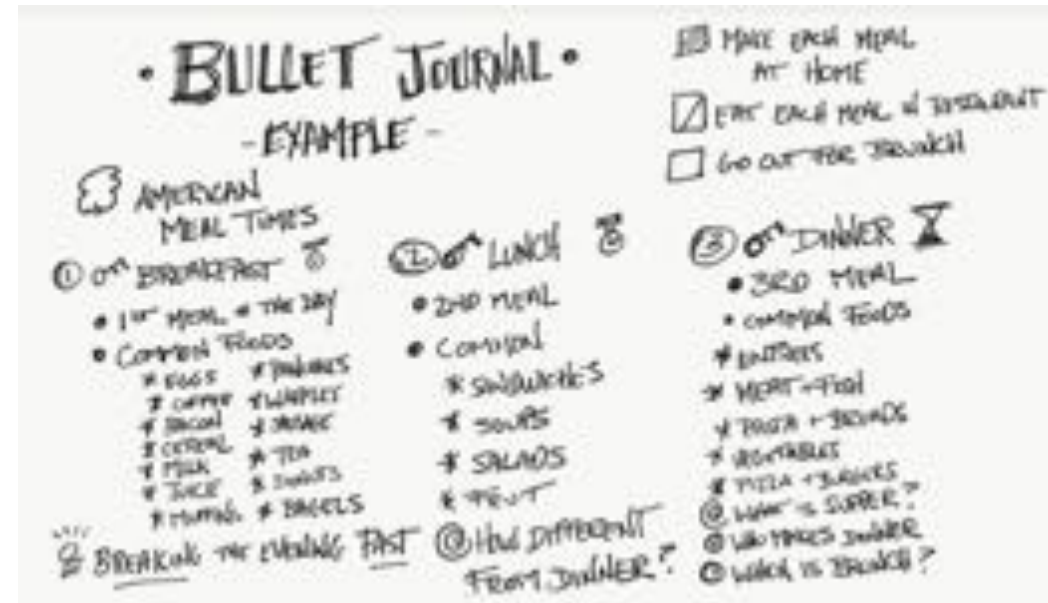
Step 3b: Design Ideas (Young Learners)

Definitions: Guided notes (including definitions) can help develop young learners' language skills

Summarize: Develop summarizing skills

Bullet Journal: Incomplete sentences OK

Visuals: Have students create a visual to reinforce their learning



How would you adapt this activity for
your context?



Step 4: Implementation



Explain the activity and set expectations.

Will you collect the notes or observe throughout the lecture?

Step 5: Reflection

After the activity, ask yourself...

Did it provide me with information about student behaviors and/or understanding?

Did the technique keep the students engaged?

Did it promote student learning?

What will you do differently next time?



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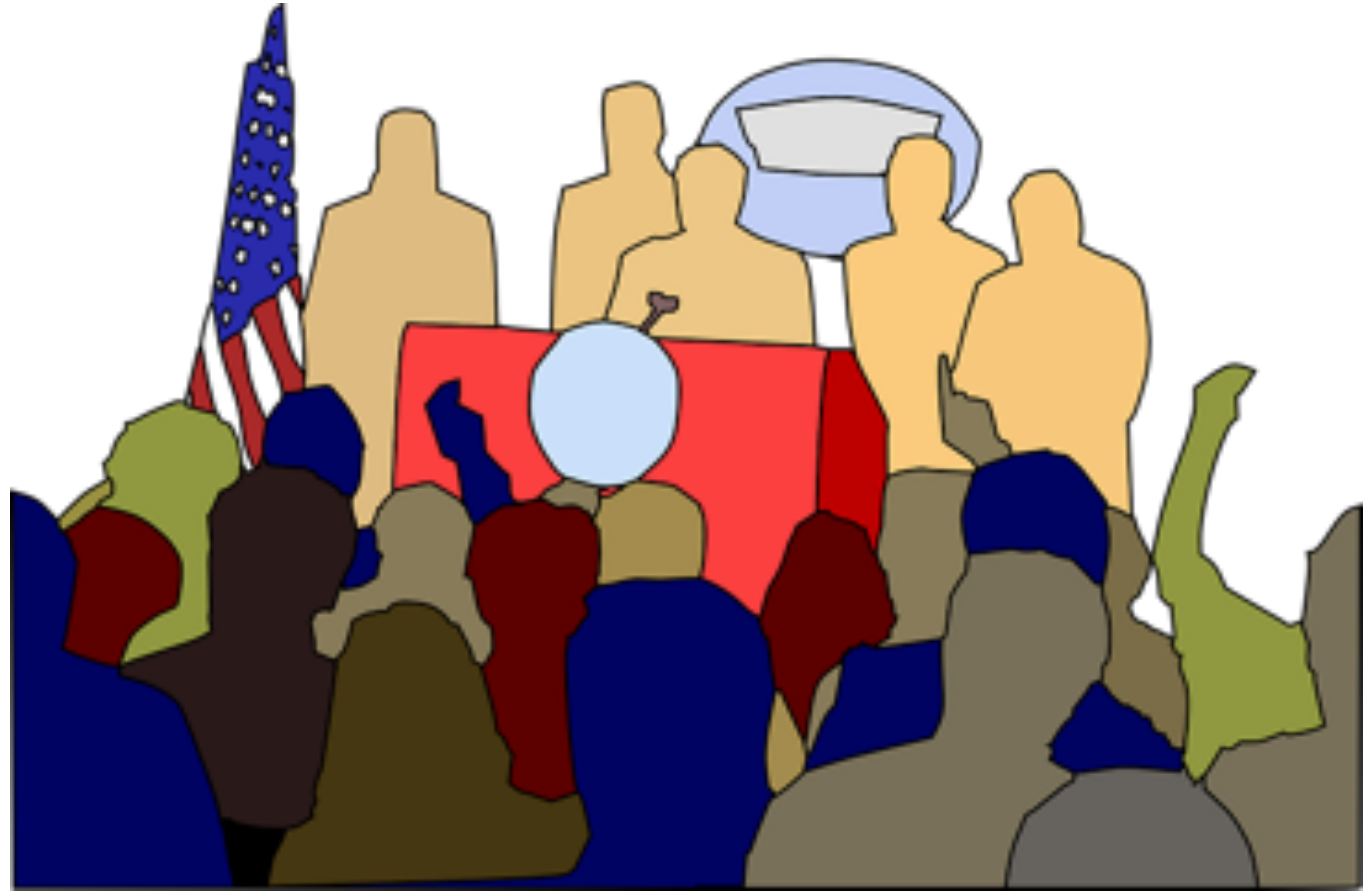


What is a press conference?



What is a press conference?

A public interview given to journalists by an important person in order to make an announcement or **answer questions.**



Activity Idea 3: Press Conference

After a brief lecture, students (individually or in teams) think of questions related to the lecture topic and ask the teacher these questions in a simulated press conference.



Example Lecture Topic: Interactive Lecture (IL) Principles

1. IL combines active learning and lecturing principles.
2. IL class sessions are structured into segments of presentation and student activity.
3. IL class sessions give students an opportunity to practice and apply what they have learned.

What do you think are the benefits
of this activity?



Why Use Press Conference?

Receive feedback about what ideas and key concepts students need more time to understand

Engage and re-focus students that might be off task

Support various learning styles

Build language skills



Step 1: Clarify Teaching Goal



What do you want to learn
from your students and
accomplish with this activity?

**What ideas or
concepts need
to be clarified?**

**How well students are
understanding key
concepts?**

**Is more time needed
on a specific topic or
idea?**

Example Teaching Goal

I will use the press conference activity to discover what **ideas** I have presented that are **not clear** to the students.



Step 2: Design the Activity

Prepare your targeted lecture.

You may want to create a handout describing the activity for students.

Be prepared for questions!



Step 2b: Design Ideas

Keep in mind...

You can have students do this activity individually or work in groups



The questions can be based on a reading, not a lecture

Students can be the person who is interviewed

This activity can be adapted virtually

Step 2b: Design Ideas (large/multi-level)

Groups: Students can be put in groups to both create and answer questions

Rotate: Students can rotate every few questions to ensure everyone participates

Timed: Each student can be timed to ensure everyone participates



How would you adapt this activity for
your context?



Step 3: Implementation



Explain the activity and
set expectations for
participation

Be prepared to take notes
on student questions for
reflection later.

Step 4: Reflection

After the activity, ask yourself.....

Did it provide me with information about student behaviors and/or understanding?

Did the technique keep the students engaged?

Did it promote student learning?

What will you do differently next time?



Would you be able to use this activity
in your context? Why or why not?

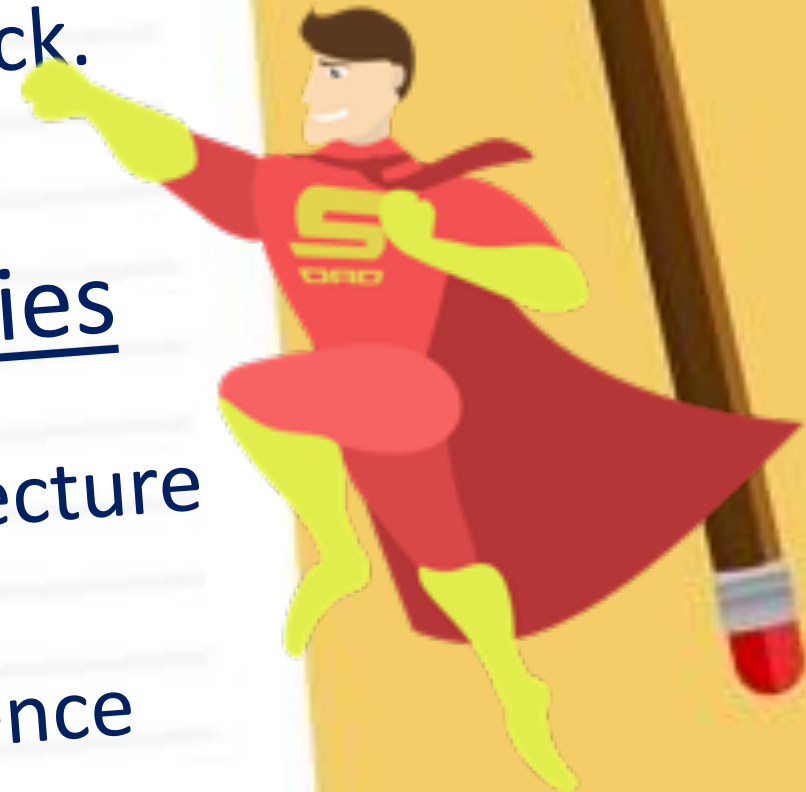


Takeaways

Interactive lecturing can **superpower** your lesson by engaging students and providing teachers with valuable feedback.

Three Activities

1. Punctuated Lecture
2. Guided Notes
3. Press Conference



References

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Reflection Questions

1. What are some challenges to teaching engaging lecture-style classes?
2. How might you approach these challenges moving forward?
3. What aspects of today's webinar were most helpful for you in better understanding how to make lecture-style classes engaging and effective for long-term learning?



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